

Long term Curriculum Plan Overview 2019-20: Year 1

| | Aut 1 (6 weeks) | Aut 2 (7 ½ weeks) | Spr1 (6 weeks) | Spr2 (5 weeks) | Sum 1 (6 weeks) | Sum 2 (7 ½ weeks) |
|----------------------------------|---|--|---|---|--------------------------------|---|
| Year 1 | History: Fun DT Food | Art Project (3 weeks) RE (2 weeks) Music (2 ½ weeks) | Geography: Treasures | History: Hockings (2 weeks) DT project (3 weeks) | Plants Art | Geography: Australia ICT – Information Technology Music |
| 1 session per week unless stated | Science: Animals including humans | | Science: Use of Everyday Materials | | ICT – Computer Science: Coding | Science: Working Scientifically |
| Year 2 | Science: Animals DT Food ICT - Information Technology: Stop Animation | History: Great Fire of London | Art Project (3 week) RE (1 ½ weeks) Music (1 ½ weeks) | History: Icons | Geography: Africa and Bideford | Science: Insects DT project (bug hotels) |
| 1 session per week unless stated | | Science: Use of everyday materials | | Art | Science: Plants | ICT - Computer Science: Coding |

Things to note:

History

Geography

Science

RE/ Music

Art DT

ICT

- **Science: The following should be threaded throughout science lessons:**

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

- **Geography – use location knowledge of warm ups to lessons to learn key facts**

- **Science:** Look at non-statutory content in National Curriculum to support planning

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|---------------------------|---|--|---------------------------------|--|-----------------------------|------------------------------------|
| Title | Fun. Has it always been the same? | | Treasures | Community | Plants | Australia |
| Visit/ visitor | Visitors with teddy bears – Catherine, Maria, Sharon and parent | Christingle service and Marissa | Trip - Barnstaple museum | Visitor – Child’s grandad who works for Hockings and Mr Hocking | Trip - Victoria park | Visitor – Didgeridoo player |

History

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| <p style="text-align: center;">Year 1</p> | <p>History (4 weeks) - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>DT (2 weeks) Textiles</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing select from and use a wide range of materials and components, including textiles, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria | <p>Art Project (3 weeks)</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>RE (2 weeks) Who is Jewish and how do they live? (God/Torah/ People) See RE Syllabus for further support</p> <ul style="list-style-type: none"> recognise the words of shema as a Jewish prayer retell simply stories used in Jewish celebrations e.g. Chanukah Give examples of how stories used in celebrations (e.g. chabbat and Chanukah) remind Jews about what god is like. Give examples of how Jewish people celebrate special times. make links between jewish ideas of god found in the stories and how people live. give examples of how some jewish people might remember god in different ways | <p>Geography Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | <p>History Hockings (2 weeks)</p> <ul style="list-style-type: none"> significant historical events, people and places in their own locality. <p>DT project (3 weeks) Construction</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing select from and use a wide range of materials and components, including construction materials, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> | <p>Science Plants (4 weeks)</p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Seasonal Changes:</p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. <p>Art (2 weeks)</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | <p>Geography (4 weeks) Place Knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>ICT (1 week) Information Technology -organise, store, manipulate and retrieve data in a range of digital content</p> <p>Music (1 ½ weeks) – In the Groove – percussion instruments</p> <ul style="list-style-type: none"> use their voices expressively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. |
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History

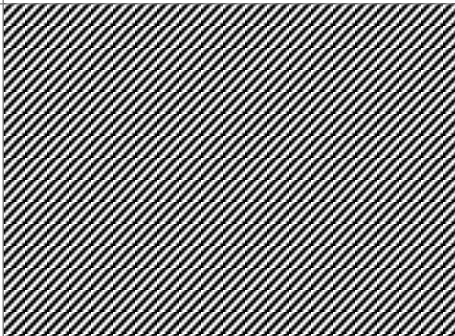
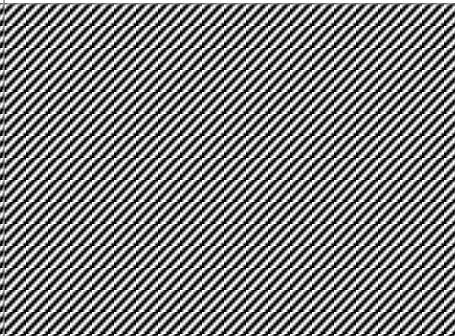
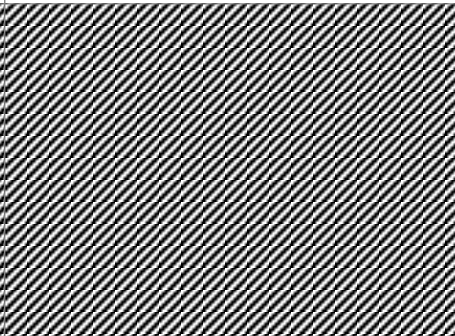
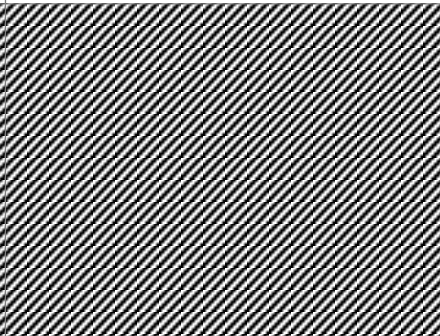
Geography

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| <p>1 session per week unless stated</p> | <p><u>Animals including humans</u> - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - identify and name a variety of common animals that are carnivores, herbivores and omnivores - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> | | <p><u>Use of Everyday Materials</u> distinguish between an object and the material from which it is made - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - describe the simple physical properties of a variety of everyday materials - compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> | | <p>ICT – Computer Science – coding -Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions -Create and debug simple programs -Use logical reasoning to predict the behaviour of simple programs</p> | <p><u>Working Scientifically</u> - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions.</p> |
| <p>Golden Time Laptops ICT</p> | <p>Y1 Class Information Technology -organise, store, manipulate and retrieve data in a range of digital content</p> | <p>Y1 Class Information Technology -organise, store, manipulate and retrieve data in a range of digital content</p> |  |  |  |  |

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